

How to Teaching Culturally & Linguistically Diverse Students



Diversity in Classroom & Schools

- US Macroculture
 - Equality of opportunities for individuals in society
 - Individualism
 - Social mobility through individual effort & hard work



Diversity in Classroom & Schools

- US Macroculture
 - Individualistic attitudes toward values & behaviors
 - Belief in nation's superiority
 - Orientation toward materialism



Culture

Shared assumptions, values, and beliefs of a group of people that result in characteristic behaviors held in common by persons identified by ancestry, language & geography.



Ethnicity

Groups within cultures that have common customs, language, characteristics, history and origin.

Every race and culture has ethnic groups.



If the world's population of approximately 5 billion was reduced to a village of 100 people...



Population



- 59 would be **Asian**
- 13 would be **African**
- 9 would be **European**
- 8 would be **Latin American & Caribbean**
- 5 would be **North American**
- 5 would be from the former **Soviet Union**
- 1 would be from **Oceania, including Australia**

Languages



- 17 people would speak **Mandarin**
- 9 people would speak **English**
- 8 people would speak **Hindi or Urdu**
- 6 people would speak **Spanish**
- 6 people would speak **Russian**
- 4 people would speak **Arabic**
- The rest would speak **Bengali, Portuguese, Indonesian, Japanese, German, French**, and 200 other languages.

Religion



- 29 people would be **Christian**
- 17 would have **no religion**
- 14 would be **Moslem**
- 13 would be **Hindu**
- 12 would be **Buddhist**
- 9 would be **Confucian and Shinto**
- 5 would be **Animist**
- 1 would be **Jewish**

Health and Education



- **Education**
 - 70 would be **illiterate**
 - 1 would have a **college education**



- **Health**
 - 50 would be **malnourished**
 - 33 would not have **clean, safe drinking water**

How can I show this information?

- Use **paper cutouts** of people to represent the break down of cultures in our village of 100. (Ex. 59 green cutouts to represent the 59 people who would be Asian).
- Make a **collage** from magazines to represent the village of 100.

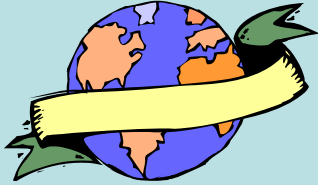


What can I do with this information?



- Have the class create a **survey** on nationalities and poll their classmates, other classes, or the whole school.
 - Use the information gained to:
 - build tables and charts explaining the information (**math / technology**)
 - research specific countries and cultures represented in the school population (**social studies**)

- write a paragraph / essay on a specific custom their family has (**writing**)
- create a class map of where people's families come from (**science / geography**)
- read short stories about kids from other cultures and countries (**reading**)



Great Book for Multicultural Projects!

- The Kids' Multicultural Art Book: Art and Craft Experiences from Around the World
- By Alexandra M. Terzian 1993
- Williamson Publishing Company, Charlotte, Vermont
- ISBN: 0-913589-72-1



Things to Consider

- Time
- Space
- Dress & Food
- Rituals & Ceremonies
- Work & Leisure
- Gender Roles



Things to Consider

- Status
- Goals
- Education
- Interaction
- Communication
- Attitudes about Disabilities



Assessment Issues

Standardized tests may be culturally incompatible & linguistically impossible for some students.

Implications for students
In Special Education.



Multicultural Education

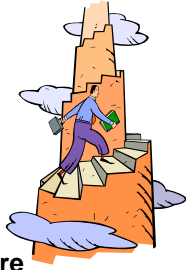
- Major Goal - to change the structure of educational institutions to provide an equal chance for all to achieve academically in school.



Multicultural Education

Four Dimensions:

- Content Integration
- Knowledge Construction
- Equity Pedagogy
- Empowering School Culture



Multicultural Curricula Approaches

- Contributions Approach
- Additive Approach
- Transformation Approach
- Social Action Approach



Impact on Second Language Acquisition

1. Situational factors
2. Linguistic input
3. Learner characteristics
4. Learning & development process
5. Secondary language output



English as a Second Language (ESL)

- Goal – the *acquisition of English*
- English used to teach English as second language. Limited emphasis on maintaining or developing proficiency in first language.

English as a Second Language (ESL)

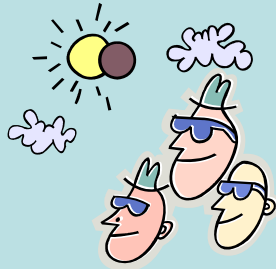
- Used when class has several languages or too few students for a bilingual education group.



Bilingual Education

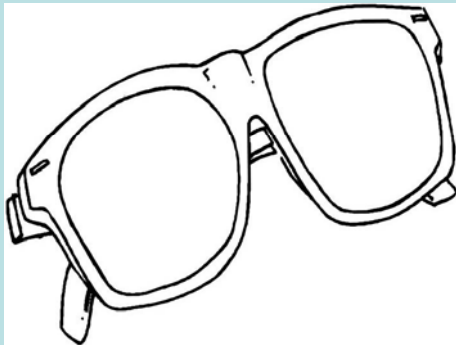
- Goal – promote *bilingualism* – proficiency in both languages
- Entire day in bilingual classroom.
- Learning English & may have content area instruction in native language.
- Transfer from native language to English when students reach proficiency.

Ethnocentrism



Ethnocentrism is when someone **judges** others from their own viewpoint **without** taking their **culture** into account.

Ethnocentrism Activity



Seeing the World Through Ethno - Glasses



Materials



1. sunglasses template
2. crayons, colored pencils, etc.
3. HUGE clown sunglasses with family pictures and pictures of traditions glued on

Length of Lesson

1. The activity should take 2 class periods to complete – one for background and definition of ethnocentrism and another for creating individual ethno-glasses and sharing viewpoints.

Objectives



1. To introduce the term “ethnocentrism” into student vocabularies.
2. To explore the point of view from which students are approaching each day of their lives.
3. To encourage acceptance of diversity and tolerance of differences.

Activator



1. Enter the classroom or start class wearing wacky sunglasses. Some teachers I've worked with have done the following:
 - a. played the song “I Wear My Sunglasses At Night”, danced around the room handing out sunglasses she'd had donated from a local bank.
 - a. entered the room wearing HUGE clown sunglasses with pictures of her family and traditions pasted to the lenses. She bumped and tripped her way across the classroom to demonstrate how ethnocentrism can get in the way.

Progression of Lesson



1. Introduce the term “ethnocentrism” by writing it on the board and asking students what they think it means. Depending on the age of the students, this might take some prompting or cueing.
2. Define ethnocentrism in user-friendly terms and give examples that relate to your students.
3. Come up with a class definition of ethnocentrism.

4. Explain to students that they will be creating their own “ethno-glasses”. “Ethno-glasses” should be detailed with pictures of the student, the student’s family and their traditions, pets, likes, dislikes, etc. - whatever the student feels shapes how they look at the world.

5. Distribute the “ethno-glasses” template and provide materials for detailing the glasses.



6. Encourage students to think about what they put on their glasses and to be prepared to share their “ethno-glasses” with a small group of peers.
7. When the students are finished with their detailing, group them in small groups to share their “ethno-glasses” with their peers.
8. After adequate time (you decide based on the discussions going on), have the class come together and ask for volunteers to share their stories.



Additional Activities



1. Have older or gifted students write an essay about their ethno-glasses.
2. Host “ethno-celebrations” of individual students throughout the year. Invite family members to join and tell about themselves.
3. Prepare different foods and/or different arts and crafts activities to celebrate the diversity of your classroom.